

Texas Education Agency  
**Standard Application System (SAS)**

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1			
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		FOR TEA USE ONLY Write NOGA ID  Place date stamp here
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019		<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER 2018 JUN 27 PM 1:01 </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018		
<b>Submittal Information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
<b>Contact Information:</b>	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>
New Summerfield ISD		037/908	
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>	
756002538	7	192581106	
<b>Mailing address</b>		<b>City</b>	<b>State</b> <b>ZIP Code</b>
P.O. Box 6		New Summerfield	TX    75780-0006
Primary Contact			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Susanne		Reid	Project Director
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
903-726-3306	sreid@newsummerfieldisd.net		903-726-3405
Secondary Contact			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Lanita		Coleman	Business Manager
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
903-726-3306	lcoleman@newsummerfieldisd.net		903-726-3405
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Brian		Nichols	Superintendent
Telephone #	Email address		FAX #
903-726-3306	bnichols@newsummerfieldisd.net		903-726-3405
Signature (blue ink preferred)		Date signed	

*Brian Nichols*

4-26-18

Only the legally responsible party may sign this application

701-18-111-027

**Schedule #1—General Information**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA is using a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	037/908	Brian Nichols	903-726-3306	\$609,028
	New Summerfield ISD	<i>Brian Nichols</i>	bnichols@newsummerfieldisd.net	
<b>Member Districts</b>				
2.	201/914	Lawrence Coleman	903-392-7850	\$169,894
	West Rusk County Consolidated ISD	<i>Lawrence Coleman</i>	colemanl@westruskisd.org	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

## Schedule #5—Program Executive Summary

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

New Summerfield ISD (NSISD) and West Rusk County Consolidated ISD (West Rusk) are coming together in a Shared Service Arrangement to apply for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Cycle 10 grant. This program will provide support for parents and students by establishing two academic focused, intensive leaning centers, by offering 1) **academic enrichment opportunities** (aligned with regular day programs); 2) **a broad array of creative and innovative programs and activities**; and 3) **research based programs and activities to improve literacy and education of participating families**. Students will receive many **benefits** from the program including; 1) before and after school learning opportunities to enhance achievement, 2) ensure high school graduates are better prepared for college/career opportunities, 3) student exploration of personal talents and abilities, and 4) parents will be better equipped to assimilate into the community. This will be accomplished through an innovative, well-balanced, and enriched activity based curriculum under the supervision of a professional team who has an unwavering commitment to excellence. NSISD was a recipient of Cycle 8 while West Rusk is a first time participant. For this reason NSISD will act as the fiscal agent and West Rusk will be the project partner. As a result of Cycle 8 success, NSISD will share best practices and guide their staff to setup a program that addresses academic achievement and sustainability. **ACE goals and objectives mirror the goals and objectives of the District Campus Plans**; both centers focus on improved academics performance, parent engagement, college and career readiness, grade promotion, and graduation rates.

New Summerfield ISD is a single campus district located in a rural community in northern Cherokee county. The community consists of a small intersection town (mainly one quick stop, city and post offices, school, a cafe, a "new" dollar store, and horticultural businesses). This economically depressed area's main source of employment is plant farms that dominate the work place. This industry utilizes many Hispanic workers; 30 plant farms employ approximately 800 seasonal workers. **During the peak seasons parents may be at work from 6 a.m. to 12 p.m. resulting in students staying home alone before and after school.** The vast majority of these workers are undereducated, low-income, and recent immigrants. NSISD Hispanic population has been consistently around 85% in the last five years.

The communities of these districts share many similar characteristics. West Rusk is small oil field community situated at the crossroads of two highways. Once a thriving oil town the "oil bust" has left this district in financial restraints and loss of enrollment. Located 25 miles apart, the districts face the unique challenge of serving students with high mobility rates and high percentages of economically disadvantaged and at-risk students. Parents in this community commute to larger towns for work resulting in long commute hours and thus leaving the children alone before and after school hours. West Rusk Intermediate campus is on TEA's 2017-2018 Focus School list. (Requesting Priority Points for this campus)

The Community Task Force took needs assessment data into consideration when planning the budget. The group conducted brainstorming activities to determine wants vs. needs and established priorities while considering the following: Salaries benefits, adjunct site, partnerships, travel of personnel, supplies, etc.

**Campus demographics** according to the 2016-2017 Texas Assessment Performance Report (TAPR) indicates students at NSISD are; **87.5% Economically Disadvantaged, 40.8% English Language Learners (ELL), and 69.7% At-Risk.** 2016-17 STAAR results show significant achievement gaps in every group and every content area, ranging from 6 to 14 points below state averages. **ELL subgroup is 35 points below state average.** Campus demographics for West Rusk are **78.1% Economically Disadvantaged, 57.3% at-risk,** and below state average in every group and every content area of 2016-2017 STAAR results. This data indicates all defined goals related to 21<sup>st</sup> CCLC/ACE must be addressed to help students transcend their current socio-economic limitations.

NSISD and West Rusk assessed the districts using the **Texas Afterschool Centers on Education (ACE) Blueprint** needs assessment process. A Community Task Force (CTF) designed, implemented, and interpreted local needs data using a systematic process and prioritization of needs and identified needs vs. wants in budget development. These **assessments included** campus improvement plans, AEIS data, curriculum, focus groups, interest inventories, stakeholder surveys, and lists of existing services. The CTF, ensured **student/family voice and choice** was incorporated into the design of ideas ensuring the parents/community are served. The CTF will monitor the program, determine effectiveness, and recommend improvements as needed. A Project Director, Site Coordinators, and Family Engagement Specialist, will manage the project. All activities are designed based on federal statutory and TEA program requirements and will be monitored at both centers, including center level operations, management, and evaluation.

Sustainability will be a part of Cycle 10 ACE program implementation from day one. **Board members from both districts fully support continuation of ACE and have submitted letters of support with this application.** The schools will look at a variety of options including participate in state reimbursement program for afterschool care, reallocating Title funding to support a smaller, yet high-quality program, and utilize local facilities and budgets.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 037/908			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$518,822	\$ 8,700	\$527,522
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 59,810	\$ 6,000	\$ 65,810
Schedule #9	Supplies and Materials (6300)	6300	\$121,790	\$-0-	\$121,790
Schedule #10	Other Operating Costs (6400)	6400	\$ 46,300	\$-0-	\$ 46,300
Schedule #11	Capital Outlay (6600)	6600	\$-0-	\$-0-	\$-0-
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$747,722	\$14,700	\$761,422
3.022% indirect costs (see note):			N/A	\$17,500	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$747,722</b>	<b>\$ 32,200</b>	<b>\$778,922</b>
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$165,394	\$ 4,500	\$169,894
Administrative Cost Calculation					
Enter the total grant amount requested:					\$778,922
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$ 38,946

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
4	Project director (required)	1		\$ 68,000
5	Site coordinator (required)	2		\$106,800
6	Family engagement specialist (required)	1		\$ 36,000
7	Secretary/administrative assistant	1		\$ 10,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
19	Secondary Specialist	1		\$ 51,500
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$272,300
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay			\$ 500
24	6119 Professional staff extra-duty pay			\$173,675
25	6121 Support staff extra-duty pay			\$ 39,220
26	6140 Employee benefits			\$ 41827
27	Subtotal substitute, extra-duty, benefits costs			\$255,222
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$527,522</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 037/908		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Pine Cove Team Building Camps - Intervention curricula for junior and senior high students; delivery of character/integrity training and youth development activities for grades 7-12 that build positive student behaviors.	\$15,500
2	Teaching Specialist for specialized enrichment/content areas – Program instructors that are not district employees contracted to teach a specific course or specific amount of time	\$13,000
3	Camp Tyler - Students learn to make connection between the core subjects and real world environmental experiences for grades 1-6	\$ 9,500
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$38,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$27,810
(Sum of lines a, b, and c) Grand total		\$65,810

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 037/908		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$121,790
<b>Grand total:</b>		<b>\$121,790</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 037/908		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ 8,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ 1,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$ 9,000
Remaining 6400—Other operating costs that do not require specific approval:		\$37,300
<b>Grand total:</b>		<b>\$46,300</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 037/908		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$-0-</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1	Project Director	The Project Director should have a Bachelor's Degree with teaching and administrative experience. They should also have at least three years experience with fiscal/budget management, data reporting, implementing, and managing 21 <sup>st</sup> CCLC grants.
2	Site Coordinator(s)	The Site Coordinators should have Bachelor's Degree with teaching experience. Also they should have experience working with at-risk students and families, managing staff, budgets, and academic curriculum.
3	Family Engagement Specialist	The Family Engagement Specialist should have a Bachelor's Degree with experience coordinating community resources for families, experience with after school programs, and be familiar with parents of the community.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1	Improve academic performance, increase grade promotion, and target all identified students including the focus campus	1. Target students needing expanded academic time for mastery	8/1/2018	7/12/2019
		2. Coordinate/align curriculum with the regular classroom instruction using quality lesson plans	8/28/2018	5/17/2019
		3. Target ELL student and focus on literacy	8/28/2018	7/12/2019
		4. Implement project based learning activities in the before and after school programming	8/21/2018	7/12/2019
		5. On-going assessment to monitor for improvement	3/12/2019	5/17/2019
2	Improve attendance by offering a broad array of enrichment services for targeted students PK-12	1. Provide high interest activities that rotate every 6 weeks: student voice/choice selected	8/20/2018	5/17/2019
		2. Contract with adjunct sites and enrichment providers to offer specialized activities	9/17/2018	4/26/2019
		3. Recruit teachers to provide specialized instruction	8/1/2018	7/14/2019
		4. Partner with UT Tyler Ingenuity Center for STEM programming	8/1/2018	5/10/2019
		5. Develop programming around STEM research	8/1/2018	7/19/2019
3	Improve student readiness for College and Career	1. Identify and target students in 6-12 programs	8/1/2018	5/10/2019
		2. Provide college prep programs; testing, ACT/SAT	8/1/2018	7/14/2019
		3. Build interest by hosting and visiting colleges in area		
		4. Partner with UT Tyler for specialized programs	8/1/2018	7/14/2019
		5. Offer enrichment activities that lead to employment	8/20/2018	5/10/2019
4	Offer families active and meaningful engagement in their child's education along with literacy opportunities	1. Align activities around parent voice/choice selections	8/1/2018	7/14/2019
		2. Schedule/advertise parental activities	8/1/2018	7/14/2019
		3. Develop a dedicated Parent Center	10/1/2018	2/22/2019
		4. Hosts student programs each semester	8/20/2018	4/30/2019
		5. Maintain a parent data base and make individual contacts	9/24/2018	5/10/2019
5	Increase opportunities that build positive social mindsets and positive behavior	1. Provide teacher training on Emotional Intelligence	10/29/2018	12/14/2018
		2. Identify students with social misbehaviors	9/24/2018	11/9/2018
		3. Work with students in role play situations	9/24/2018	5/10/2019
		4. Document students successes	9/24/2018	5/10/2019
		5. Evaluate program through surveys and interviews	4/1/2018	5/6/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

New Summerfield ISD and West Rusk assessed the districts, including students and families, using the *Texas ACE Blueprint* needs assessment process. A Community Task Force (CTF) designed, implemented, and interpreted local needs data using a systematic process and prioritization of needs. These assessments included campus improvement plans, AEIS data, curriculum, focus groups, interest inventories, stakeholder surveys, and lists of existing services. The CTF, ensured **student/family voice and choice** was incorporated into the design of ideas ensuring the parents/community are served. Without student and family interest being targeted, ACE attendance goals would not be met.

The CTF conducted a thorough **community needs assessment** prior to application development. Statistics below give a representative picture of the New Summerfield and West Rusk families and communities.

- Estimated per capita income NSISD \$16,270, West Rusk \$20,619 both are significantly below state average
- Unemployed percentage NSISD 5.9%, West Rusk 9.6% both above state average
- Hispanic race population 71.5%, and foreign-born Hispanic population 38.6%, both significantly above state average
- Foreign-born residence Spanish spoken in the home 94.7%
- Percentage of population with a bachelor's degree NSISD 2.0%, West Rusk 7% significantly below state average

Source: <http://www.city-data.com/city/New-Summerfield-Texas.html#ixzz533nxHJnk>

Crime Statistics for Cherokee and Rusk Counties of which New Summerfield ISD and West Rusk CCISD are a part:

- Violent crime rate in New Summerfield is 47%, West Rusk is 38.5% compared to U.S. 31.3% Source: [bestplaces.net](http://bestplaces.net)
- Property crime rate in New Summerfield is 40% West Rusk 34.6% compared to U.S. 38.1% Source: [bestplaces.net](http://bestplaces.net)
- Sex offender rate for New Summerfield is 23.33 per 10,000, West Rusk is 18.25 compared to National average 15.41 Source: [homefact.com](http://homefact.com)

Assessment results identified **community resources** that will be used to address needs and gaps in services. Reasons for community needs assessment: 1) Determine if other services are available similar to ACE ensuring no duplication of services will occur; 2) CTF will prioritize the most pressing needs first for a greater chance of success; 3) Leverage resources within agency and community; 4) Set the scope of grant student/family number of participants, facilities, etc.) 5) Clearly justify need for project and grant. This needs assessment **identified resources available in the community for Cycle 10**; 1) Boys and Girls Club of Rusk County will partner with ACE for a summer program for students meeting predetermined criteria, 2) Camp Tyler is available for grades 1-5 for nature and ecological studies, 3) Pine Cove is available for contract to build integrity and character for grades 6-12 students, 4) On-line resources through the school libraries, and 5) Community speakers and volunteers.

**Program strategies and activities will address the needs of the students and working families.**

- 1) Balanced programs addressing four core components; academic assistance, enrichment, family and parental support services, and college/workforce readiness,
- 2) Establish a new "Parent Center" in a dedicated building equipped with family applicable resources
- 3) Parent programs to assist with workforce preparedness (Provide adult education, including computer classes, ELL classes, family literacy program, or activities that are simply fun and engaging),
- 4) Family Engagement Specialist acts as Spanish/English interpreter,
- 5) Hours of operation including hours before school and after school will accommodate working families to provide a safe and easily accessible place for students during that time,
- 6) Two-way transportation for all students as needed,
- 7) Students will receive breakfast, lunch, and a nutritional snack in the afternoon,
- 8) Child care provided to encourage parent participation,
- 9) Activities that are intentionally developed for age appropriateness and identified interest, and
- 10) Literacy and identified interest programs and activities for families during afterhours and evening scheduling.

A well-developed program project plan will be operationalized that addresses processes, strategies, and timelines. This plan, developed around the Logic Model, will include 1) program management and oversight, 2) operation dates and hours, 3) staff qualifications and expectations, 4) professional development, 5) budgeting, 6) activity planning, 7) family engagement, 8) data collection and management, 9) evaluation, and 10) methods for adjusting program and process to ensure success.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

New Summerfield ACE has established a partnership with the **Boys & Girls Club of Rusk County (BGCRC)** to provide enrichment activities for summer scheduling. BGCRC is a Community-Based Organization and eligible to submit an application on its own. PK-12<sup>th</sup> grade students will be identified for service with preselected criteria including mastery of state TEKS and positive social mindsets. (See Appendix II for copy of MOU) An ELL summer school has been operating at both campuses for several years. ACE summer program is supplementary to the existing program not supplanting.

ACE will provide an opportunity to participate in the summer program at Boys & Girls Club of Rusk County, transport students the 30 miles to and from the club each day and to all field trips, provide staff to accompany students each day, and furnish supplies for program projects. Boys & Girls Club of Rusk County will provide a multi-faceted multi-cultural program for all attendees during the summer school weeks, organize and schedule activities such as academic curriculum, swimming pool, splash pad, library visits, Painting with Pizazz, provide staffing for activities, provide opportunities for all students to work, engage, and learn together while building bridges between cultures.

This partnership is mutually beneficial for both entities. BGCRC will have increased enrollments and exposure resulting in additional funding. BGCRC is excited about the inclusion of ACE students (large percentage are Hispanic) with their local students (large percentage are African American). These two groups, that do not always coexist well, will work, engage, and learn together resulting in positive social mindsets. The East Texas Food Bank will provide student lunches also resulting in increased funding from their resources. Students will have access to the Rusk County Library Summer Reading Program that will increase their circulation and usage numbers, helping to justify programs from funders. ACE will benefit from the partnership in abundant of ways. Students will work with other cultures and adults while learning, be exposed to new surrounding/facilities, and broadening their vision of the community. Students will receive breakfast and lunch, (through East Texas Food Bank) ensuring no child goes home hungry. They will participate in organized activities conducted in a safe place that address academic achievement.

This partnership will contribute to achieving stated objectives and sustain the program over time. One of the ACE objectives is to "provide opportunities that build positive social mindsets". Working and engaging in positive situations and being successful will result in higher emotional intelligence that research proves increases academic success. This partnership will allow ACE to utilize BGCRC in the future, building sustainability for programming.

ACE will partner with **Ingenuity Center, University of Texas at Tyler (Ingenuity Center)**. ACE and the Ingenuity Center have a formal MOU (See Appendix II). ACE is working with the Ingenuity Center because of its experience in delivering afterschool programming that is STEM focused. Programming is effective in deepening understanding of inquiry methods and iterative design principles, at demonstrating how mathematics is used in everyday problem solving, and skill mastery. The Ingenuity Center will provide technical assistance for STEM programs, *Project Lead the Way*; *Gateway for Jr. High school and Launch* for elementary students. ACE will have access to a full array of problem-solving instructional models developed for after school programming such as *Discovery Science Place*, *Mobil STEM Lab*, *Science Safari Museum*, and the *FAFSA Trailer*. ACE will also draw on the center's expertise and connections on growing community resources to support STEM and sustainability. The ACE program will in turn assist the Ingenuity Center by providing access to potential college students, utilizing the fee based programs as outlined in the MOU, and encouraging high school graduates to attend UT Tyler after graduation.

ACE will also partner with **Jacksonville College (JC)**. A formal MOU is attached (See Appendix II). JC will assist ACE with achieving goals of college/career readiness by providing; on site college advisory/planning, tutorials through the Work Study JC program, access to specialized instructors for enrichment activities, help parents understand the college process and their responsibility in the process, continuing education classes at NSISD, ACT/SAT tutorials, and help with TASFA paperwork. NSISD will be able to take students and parents to the JC campus to explore college life, expectations, and opportunities. ACE will offer the Parent Center as a home base for JC to come and utilize in any manner that promotes academic achievement and college readiness during the grant cycle and beyond. Partnering with JC will not only help students prepare for college but will also help parents with continuing education and awareness of college challenges, and opportunities available to students with a college education beyond the local plant farms. Utilizing JC fosters relationships that will last well past the grant period and help build sustainability for the program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those.

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ACE program is based on 2016-2017 (TAPR) to impact student performance (all grades all subjects below state average at both sites) attendance (NSISD 96.4% WR 97.3%), dropout rate (0.0%), discipline placements (NSISD 1% WR 2%), college and career ready graduates (NSISD 97.4%), and build on positive social mindsets (locally developed objective). ACE developed a Project Based Learning (PBL) program that addresses:

**Student Performance:** Literature suggests a high rate of success for programs that: coordinate with regular-day programs; offer a carefully selected variety of academic and enrichment activities; use highly-qualified staff; involve the family and community; focus on a narrow set of outcomes for high-risk students; and achieve intensive, sustained participation. (A Review of Research on Extended Learning Time in K-12 Schools, 2008). ACE will achieve this by:

- The regular day and after school programs will be aligned to compliment the student's academic day.
- Students will be targeted according to their academic needs and provided services to address those needs.
- "The pupil who paid attention gained the most from his instruction" (Lahaderne, p. 322). ACE will incorporate activities that maintain student's attention developed around their voice/choice. Activities include but not limited to: STEM activities like building hover boards, robotics (competitive), 3-D printing, Mini Weapons of Mass Destruction (building catapults, drones, etc.), tutoring, homework assistance, sport activities, community service projects, Micro-Family Farms School Farm System and other organized activities.
- Resources that address academic improvement while maintaining student's attention will include but not limited to: Read Naturally® I Station (reading), Think Through Math (6-8 math), Mind Works (PK-5 all contents), Imagine Learning (PK-5 ELL), Moby Max (all grades all contents), Swarm EOC review (Algebra, English, History, Biology), and activities that address literacy, ELL, and PBL.
- Partnering with UT Tyler Ingenuity Center will provide students access to STEM curriculum and training. Research confirms that participation in a STEM academic program positively impacted students' academic achievement in mathematics, science, and reading (Norma Olivarez, 2012).
- Implement Parenting Partners™ that emphasizes positive, effective parent leadership. Parenting Partners consistently shows improved academics, especially higher reading scores (Bunker, Patty).

**Attendance:** In many cases, the students with more absences have skill levels one to two years below their peers. This is true at every age, in every subject, in every racial and ethnic group and in every state and city examined (Blad, Evie, 2014). Although attendance at both centers are above state average, we will continue to improve,

- Closely monitor attendance and follow-up on absentees
- Encourage parents to allow students to attend ACE

**Discipline Referrals:** Discipline in general must always be taken into consideration when implementing a program. The discipline that prevails in a classroom will not only be influenced by the educators' expectations, but also by the expectations learners bring with them. (Khuluse, Nkululeko, 2009)

- All ACE activities will be designed to keep students actively engaged
- All staff will provide positive classroom management skills

**Grade Advancement:** Target low performing students (especially Kindergarten – 5.4% and Grade 1 – 13.2%).

- Tutoring and homework assistance
- English acquisition programs such as Rosetta Stone or Imagine Learning

**High School Graduation Rates:** Students will continue to be monitored and assisted by opportunities such as Odessey Ware, tutoring, or homework assistance to help with TEKS mastery

**Career Competencies:** Students who have not had previous expectations of looking beyond high school will be by given opportunities, skills, and knowledge to advance. 2016-17 TAPR shows NSISD college/career ready is 97.4%, however, only 5.1% completed twelve or more hours of postsecondary credit in the first year. ACE will implement programs to increase these statistics that include but not limited to: partnering with Jacksonville College, ACT prep, College and Career Day, college tours, Apply Texas, guest speakers both from colleges and industry, and tutoring as needed for academic success. Activities that provide career exploration may include cosmetology, auto repair, photography, t-shirt design and print with basic business plans, video production, and other workforce activities.

**Social/Emotional Mindsets:** As the world produces a more violent environment, ACE will equip students with skills to work through their emotions and develop into well-adjusted adults. *Emotional Intelligence*, (Daniel Goleman, 1995) provides research that outlines how emotions affect you and the people around you. Results indicate Social Emotional Learning (SEL) programs would significantly impact students by increases in attitudinal, behavioral, and academic domains.

- Teacher training on Emotional Intelligence that helps students develop acceptable positive social skills
- Implement Make It Stick whose principles are developed around neuroplasticity and growth mindset.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ACE will incorporate the latest research when determining the best practices to incorporate into the 21<sup>st</sup> CCLC Cycle 10. While implementing Cycle 8, NSISD has created outstanding systems for program management and implementation, and evaluation. Using best practices will complement the current program.

**Project-based learning (PBL)** is implemented every day in ACE programming. Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations. (Finkelstein et al., 2010). PBL is a key strategy for closing the achievement gaps by engaging lower-achieving students (Boaler, 2002). ACE instructors will use the *Texas Blueprint* lesson plans to ensure activities are planned, implemented, and evaluated according to PBL techniques. ACE always strives to give students **hands-on educational experiences, as research has proven the effectiveness of active learning** (Hackathorn et al., 2011). Camp Tyler will offer elementary students PBL activities that are TEKS aligned, meet specific goals, and provide hands on experiences in a unique outdoor learning environment.

**Academic achievement** will include a diverse range of programming including STEM activities. When students learn STEM through hands-on, project-and-problem-based contexts, students discover the need for doing well in math and science. ACE will introduce *Read Naturally*® with Cycle 10. The Read Naturally program provides a method to improve reading fluency. Fluency is the ability to read like you speak—accurate reading of connected text, at a conversational rate, with appropriate prosody or expression (Hudson, Lane, & Pullen, 2005). The Read Naturally program combines three powerful strategies for improving fluency: teacher modeling, repeated reading, and progress monitoring. The majority of students reside in homes where only Spanish is spoken hindering reading acquisition and fluency. ACE will provide active, enriched learning situations to increase academic achievement. It is the responsibility of all educators to expose their students to novel, complex, and enriched environments on a daily basis. Studies suggest that the earlier in life a person is exposed to an enriched environment, the greater the benefit to brain health. (Daggett, Nussbaum, 2008). One very successful ACE activity is the archery, **National Archery in School Program (NASP)**, that produces **positive changes** in behavior, academic performance, concentration and focus, self-confidence, and motivation (Davis, Hilary, 2008-09).

**Parent engagement** in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (National Coalition for Parent Involvement in Education, 2006). The more comprehensive and well planned the partnership between school and home, the higher the student achievement. (Henderson and Berla, 1995). This is the reason parent engagement is such an important part of our ACE program.

**Enrichment activities** are without dispute the most enjoyed activities in the ACE program. These activities are the reason some students have good school attendance and are enrolled in the program. Students are engaged and motivated when information flows freely and they achieve higher levels of cognition, make connections, and experience “aha” moments. Such learning comes not from quiet classrooms and directed lectures, but from classrooms with an atmosphere of exuberant discovery (Kohn, 2004). This is why ACE enrichment activities such as dance, art, robotics, sewing, gardening, computers, archery, and many more opportunities are available.

**College/career readiness** programming will be enhanced with activities that encourage students. College readiness is defined as being prepared for any type of postsecondary education, including two-year and four-year institutions and trade and technical schools offering workforce training programs (Empirical Foundations for College and Career Readiness, College Board). Activities will include such things as dual credit, tutoring through Jacksonville College, homework assistance, and ACT/SAT prep. It is educationally accepted that students will not be prepared for college unless they can read a range of texts and other materials, critically analyze, and write about what they are learning (Conley, 2003). Thus all ACE activities will include literacy skill building and practice.

**Students' self-efficacy** has been shown to be a strong predictor of considering math as a career choice, for Hispanics as well as others (Stevens, Olivarez, and Tallent-Runnels, 2004). Developing positive social mindsets is imperative to reaching self-efficacy. ACE will address self-awareness, self-regulation, motivation, empathy, and social skills to build positive emotional intelligence that can be learned and developed. (Goleman, 1995). Pine Cove Camp for secondary students builds positive attitudinal and behavioral characteristics that help students work through fears, emotions, and surroundings.

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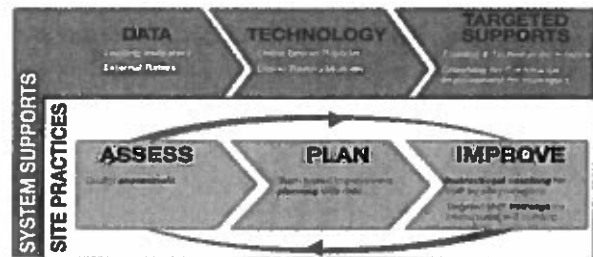
**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Academic Improvements:** NSISD Ace proposes activities developed with Project Based Learning (PBL) and STEM strategies that improve student achievement as they incorporate innovative learning. Research shows that hands-on learning activates multiple parts of the brain, leading to an increase in the retention of information (Dodge, 2009). These activities will provide academic support specifically to students that need the extra time on task or non-traditional format for learning. The Weikart Center's research-based improvement system helps set meaningful improvement goals based on data, enact practices, and create powerful positive developmental environment for youth. The Weikart improvement approach is based on the assess-plan-improve sequence. Implementing this model will allow Cycle 10 management team to provide activities that improve student academic achievement and overall student success.



- TEKS Specific activities** will be coordinated with and compliment the regular school day curriculum. Student data indicates group and individual weaknesses to be addressed with specific instruction. Well-developed lesson plans, using the Texas Ace Blueprint model, will provide PBL and STEM activities that allows extra time on task and learning in the non-traditional format. Each ACE activity is unique and appropriate for the level of understanding of the student and can have numerous diversified lesson plans ensuring increases in student achievement through hands on learning. Specific activities will be implemented to address college/career readiness, raising expectations and increasing numbers of students going to college. The district's curriculum director will monitor individual student achievement by tracking gains for specific TEK objectives. He will make recommendations for regular day instructional delivery methods, content, and assessment. Taking individualized attention to students will increase student achievement.
- Enrichment activities** have and will be concentrated on the voice/choice of students to provide a broad array of activities. Students will be exposed to topics that would not be possible without ACE in the community. These enrichment activities are based on PBL and STEM principles. The a.m. session will be devoted to academic tutorials and homework assistance. The first hour of after school ACE will be devoted to academics, with all students participating in one of the core content area sessions designed for age appropriateness and TEKS based. The second hour of after school ACE will be devoted to enrichment. Students are being challenged and engaged by activities they never knew existed. **Excitement and enthusiasm for learning is evident every day** just by looking at student faces and seeing their involvement and attendance.
- Parent Engagement activities** are a large part of the ACE program. Research indicates that **parents who are involved in their children's education increase student success both academically and socially**. The Family Engagement Specialist will work with principals and regular day teachers to coordinate activities where parents sit down with students actively learning together thus increasing academic achievement for both student and parent. ACE plans to implement *The Parenting Partnership* courses with Cycle 10. **These courses present a fresh and positive approach to parenting;** 1) Parents will learn skills to strengthen their natural ability as parents, 2) Develop a fresh prospective on what behaviors prove invaluable in developing a deeper connection with children, and 3) Practical solutions that work time after time in creating happier and more confident, communicative and cooperative children and a more harmonious family life.
- Social/Emotional Mindset:** As the world produces a more violent environment, ACE will equip students with skills to work through their emotions and develop into well-adjusted adults. Students with good self-esteem, resilience and self-control are likely to be **more successful at school and at work** and are less likely to get involved in unhealthy behaviors. When students have good **emotional intelligence** all their relationships are enhanced, **they have better academic outcomes** and their mental and physical health is improved. Teacher training and activities will be incorporated into ACE enabling students to develop acceptable social skills using research by Daniel Golemn and others. Students are currently participating in programs like Victim Proof, Rising Up Teen Truth, and Every Monday Matters. New programs will include Preparing Youth to Thrive, and Promising Practices for Social and Emotional Learning.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Each school is the ultimate community center, HUB of activity, for parents/community. The parent center (marked with a large sign) will be part of the school campus located at the intersection of two state highways and definitely visible and easily accessible by parents. Program communication, outreach, and promotion of ACE Cycle 8 have been highlights of the program. According to the *Final Evaluation Report for 2017-2018* conducted by the outside evaluator, there were 24 types of opportunities for family participation with 455 participating for a total of 2,525 hours, far exceeding of the goal of 150 parents. The ACE program's scope and goals reflects the student and family needs with an over-reaching focus on school-community engagement. Programs are diversified and reach all cultures and socioeconomic groups. One of the highlights of the year was the live performance by the elementary Latin Dance Class that received and invitation from a neighboring town (20 miles away) to perform their Latin dances in their Jalisco dresses at their schools Cinco de Mayo celebration. Cycle 10 will provide similar successes on the West Rusk campus.

ACE staff has developed methods and strategies for the publicity component that reflects the personal traits and needs of the community while taking into consideration language and culture of all parents. ACE recognizes regular communication from the beginning and during the life of the grant is key for creating a sustainable program. ACE utilizes the **BOSTnet Engaging Families in Out-of-School Time Programs**; research that includes many successful ways to disseminate information about the community learning center. (Harris, E., & Wimer, C. (2004). To reach maximum participation levels, ACE staff has and will continue to disseminate information in a variety of ways to produce *Basic Involvement and Engagement Strategies* (Harris E., & Wumer), including:

- **Word of mouth is one of the best advertisements in the Hispanic community; thus it is imperative the first weeks are fun, engaging, and successful**
- The ACE Family Engagement Specialist is the primary leader involved in this activity. She is familiar with the academic performance of students as well as activities, gaps, and opportunities that exist, which can be addressed through the ACE program, leading to a stronger relationship between regular education, ACE, and families.
- A Community Task Force has been organized to help focus awareness for students and parents
- All information is written in the home language of students (both English and Spanish)
- An ACE program link on the school's website will provides real time information
- Maintain a parent database in order to make personal contacts by phone
- Information flyers posted at major employers, convenience store, churches, post office and etc.
- Social media, Facebook, and Remind (a texting program)
- Parents invited to student programs during the evenings
- Flyers sent home the first week of school with other important "beginning of school forms"
- Phone calls by bilingual teachers and aides
- Monthly newsletter with calendar of events sent home with students
- Information to students over the announcement system
- Information on marquee and printed banners in front of school
- Information sessions conducted during the evening at the adult English Literacy and Civics Education grant activities

As a result of parent involvement success in the Cycle 8 ACE program, Cycle 10 will advance to using strategies that not only inform parents of program opportunities but will also develop *Lasting Parent/Family Leadership* (Harris E., & Wimer). These strategies may include:

- ACE staff assists parents to advocate publicly for issues that affect the program and their child. For example: Education, child-care, health care, tax breaks, etc
- Give parents ownership of the new Parent Center where they can come learn, interact, and grow as families/adults
- ACE staff asks parent volunteers to call other parents to invite or remind them of upcoming events.
- ACE staff celebrates and recognizes those parents that contribute their time and effort. For example their ability to tutor, mentor technology projects, sew a pillow, talk to a legislator, etc.
- ACE staff ask and/or assist parents to write an article for the newsletter: For example there is an "Ask Another Parent" section, or an editorial section that parents can contribute and voice their ideas/opinions
- ACE has a Community Task Force where parents help set the agenda, monitor progress, and evaluate the program
- Program staff help to facilitate families and schools working together as a team to set goals for the child; work with outside specialists when necessary.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Funding transportation for the ACE program is essential** for success. Both districts are relatively small in square miles and most of the students live within a few miles of the school. However, students depend on school transportation for several reasons, parents commute to larger towns for work and leave early in the mornings and return late in the afternoon, most families have only one car and the parent takes it to work, many families do not have a drivers license or a car and some even depend on bicycles to transport them to and from work, and others share rides with family members. If the father is working the mother is at home without transportation. Parents that work for the horticulture business at NSISD go to work as early as 6:00 a.m. and return home sometimes as late as 8:00 p.m. while workers that load transport trucks may work as late as 12:00 p.m. These off prime time working hours and lack of multi-car families leaves children at home alone in the morning and afternoon. **Approximately 65% of ACE students depend on school transportation and during the summer months that number increases.**

ACE has developed policies and procedures for staff and students at both centers regarding **arrival and dismissal procedures with students' safety as the number one priority.** At the beginning of the year on ACE Registration Day parents must complete (mandatory) a specific form about their students transportation to and from ACE. Parents indicate if their students are car riders and who has permission to pick them up or if they are bus riders and an address where they will be dropped off. If there is a change in this routine parents must call the ACE office before 2 p.m. to make special arrangements.

**ARRIVAL:** In the mornings whether students are dropped off by parents or students ride the bus, they go directly to the school cafeteria where attendance is recorded then students depart to their assigned activity. At this time students eat breakfast and attend tutorials and/or homework assistance as targeted. When it is time for school to start students are dismissed to their respective first classes. Younger students are escorted to their places while older students may leave independently. At the end of the school day all students return directly to the cafeteria for an afternoon snack, (provided by the Afterschool Care Program) roll is taken, and then every student attends an assigned afterschool academic hour. Again students are escorted to their places. After the first afternoon session is over students are monitored as they walk to the their voice/choice enrichment activity. If a students gets picked up early during the ACE program parents are required to come into the building and sign the student out before taking them home. The school campus is not fenced and has several buildings, thus **monitoring students during transitions is extremely important for student safety.**

**DEPARTURES:** At the end of the programming day all students return to the cafeteria with their enrichment teacher to be checked into a predetermined car rider or bus rider line. Each student is marked present according to his or her transportation method. This allows the ACE personnel to know if a child returned to the cafeteria and which bus they got onto or if they were picked up by a parent in case of an emergency. Staff members may not leave the campus until every student is picked up that day.

**SUMMER ACTIVITIES AND FIELD TRIPS:** Students that go to any of the adjunct sites, field trips, or summer programming at Boys & Girls Club of Rusk County will adhere to transportation procedures for these activities. Teachers will have a list of students and permission forms that are activity specific. Roll is taken when the bus is completely loaded and each student is marked present, if a student is not present the teacher researches the reason and marks attendance accordingly. When the activity is complete and students are returning to campus, teachers again check roll and make sure all students are present. Buses do not leave until everyone is loaded. Upon retuning to campus, teachers escort students to their respective places.

**TRANSPORTATION PARTNERSHIP:** ACE partners with both districts concerning bus usage. The districts have agreed to pay for a.m. transportation to school including buses, drivers, and fuel. There are no costs charged to ACE for depreciation or wear and tear on the buses. ACE pays for student transportation including afternoon home routes, trips to adjunct sites, field trips, ACE bus drivers, and fuel.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ACE encourages and uses appropriate qualified persons to serve as volunteers.

**Screening Volunteers:** ACE uses background checks on all volunteers with Social Security numbers. With 85% of students identified as Hispanic, the majority of our parents are also Hispanic. There are above state average number of recent immigrants in the community, therefore if a person does not have a SS number that person is required to work under and with a person who has passed a background check. To be a welcoming and inclusive campus, all parents are encouraged not discouraged to volunteer at the school. Same policies and procedures will be implemented at the West Rusk center.

**Volunteer Recruitment:** Volunteers are a necessary part of the ACE program. The Family Engagement Specialist (FES) is bilingual, a local NSISD graduate with Bachelor's Degree, and lives in the community. Her interest goes well beyond just a job. She is truly interested in the community and the success of its students. It is the responsibility of the FES to recruit, train, place and supervise all volunteers. Her experience will make it possible to replicate a successful program at West Rusk center. Recruitment efforts come in many forms; a place on ACE registration forms to indicate interest in volunteering, recruits come from parent activities, individuals are sought and invited to be volunteers, personal contacts, request in the Parent Newsletter, social media, and some parents recruit other parents. Parents are asked to fill out an interest survey that indicates where they would prefer to volunteer, whether a particular grade or content, activity, making phone calls, cooking, organizing volunteer activities, homework, tutoring, and/or the numerous other opportunities. NSISD junior high and senior high print shop produces volunteer t-shirts in order that volunteers can be easily identified ensuring students safety during family events.

Example at the right:

**Volunteer Activities:** Parents and community members have and will continue to play a valuable roll in the ACE program. Volunteers will be used in multiple settings, some include but not limited to:

- Help manage crowds at night events by showing others where to go and etc.
- All family events are run by volunteers, no one is paid for these events
- Help with specialized activities such as drone building
- Help with robotics competitions
- Provide tutoring
- School board members assist with Lights on After School Celebration
- College students come and perform community service at the school as needed for their coursework
- Plan and manage community Easter Egg hunt
- Work at the "Trunk or Treat" Halloween event
- Serve food at meetings
- Prepare and donate food for meeting
- PTO donates door prizes for activities and meetings
- Collect donations from commercial businesses and vendors
- Donate and cook food for annual Fiesta Day
- Maintain data base of all parents and their interest
- Call other parents and community for participation in activities
- Listen to children read, read to children
- Help classroom teachers with non instructional tasks
- Chaperone field trips

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Both NSISD and West Rusk Boards and administration recognize the important contributions to student achievement, attendance, positive mindsets, college/career preparedness, and family engagement the ACE program will provide the districts. Thus, sustaining the program after Cycle 10 funding ends is important to the students and their families. The NSISD and West Rusk elected boards are behind program continuation; letters of support are attached in Appendix I of the application. Currently plans are being put into place for sustaining the community learning center.

ACE will employ Logic Models and PQAs to determine the most important ways to sustain the program. These tools will help chart and clarify goals, choose types of services to offer, and develop actions plans for future programming. Challenges will be identified determining priority programming in order to select the most effective components to retain.

Lasting partnerships between ACE and the community are key to long-term sustainability. ACE has a history of partnering with the community in an effort to enhance and sustain programming through the implementation of a Community Task Force (CTF). This advisory council was formed at the inception of Cycle 8 and will continue through Cycle 10 and beyond. The ACE leadership team also reached out to the Boys & Girls Club of Rusk County, University of Texas at Tyler, and Jacksonville College not only provide to services during the grant but will also be a part of program sustainability by providing access to STEM programs, college and career readiness programs, and JC students that will tutor ACE students.

ACE will transform the old Jr. High building that contains four classrooms and one science lab into a learning environment for parents and community. The Family Engagement Specialist and Project Director will be located in the center (and be responsible for ACE equipment and supplies) making it accessible during all hours of ACE operations. Special classes and programs will also be offered after regular hours. Experienced parents will train incoming parents as they participate. ACE resources purchased for family engagement activities such as computers, software, printers, reference books, etc. will be placed in the Parent Center for easy access.

ACE is currently implementing the seven steps of the *National & Community Services Sustainability Plan* process ;

- |   |   |
|---|---|
| Step 1) Build a "Case for Support" early in the program,  | Started this with community in first year of Cycle 8  |
| Step 2) Establish an Advisory Board (CTF),  | Created and fulfilled the first year, active annually |
| Step 3) Create a Clear Vision,  | Articulated with CTF annually year                    |
| Step 4) Build Lasting Relationships   | Partnering with Camp Tyler, Pine Cove Camp,           |
| volunteers, PTO, Boys & Girls Club of Rusk County, Lion's Club Cherokee County Club, Micro-Family |   |
| Farms, Texas, Workforce Commission, UT Tyler, Jacksonville College, and others                    |   |
| Step 5) Develop a Specific Sustainability Action Plan,  | Ongoing and fluid process                             |
| Step 6) Effectively use evaluation data, and  | Use data regularly for program improvement            |
| Step 7) Continue Reviewing and Revising the Sustainability Plan.                                  | Continually improving project plan                    |

Current ACE equipment will be utilized in the sustainability plan by generating income for the program for example: 1) The T-shirt shop will be used to customize t-shirts for groups and organizations for a fee, 2) The screen press will be used to design signs and banners for students to sell, 3) Students/parents interested in sewing can make simple projects found on Pinterest and sell at campus events. This results in business experience and responsibility.

Local efforts to provide sustainability will also include, the ACE Program utilizing existing classrooms, libraries, computer labs, gymnasium, utilities, janitorial, supplies, and other ISD equipment such as computers, copiers, etc. at no cost to the ACE Project. The district will agree to leverage local, state, and federal resources to the 21<sup>st</sup> CCLC. Districts will entertained costs cutting measures to sustain the ACE Program that may include: prioritizing and funding biggest challenges, employing only a full-time project director and site coordinator, transfer parent and family programming to the PTO, reduce summer programming to Federally funded programs, recruit program volunteers (whose relationships were established during the grant period), and utilize train the trainer models for professional development ensuring student success. As the recipient of all ACE assets, both districts will use equipment and supplies to enhance sustainability and academic learning opportunities. Everything purchased with grant funds will be included in the sustainability plan. Nonconsumable equipment will be put to use appropriate activities, for example, sewing machines will continued to be used for instruction, auto mechanics, screen print machines, 3-D printers, and other equipment can be used in a sustainable program, sports equipment will be used in the program, books and AV materials will be used for instruction, curriculum materials will be most beneficial in a nonfunded program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A key strategy for ACE is to coordinate federal, state, and local programs to make the most effective use of public resources. NSISD will work closely with other programs to better serve the students and families in our community.

1. **FEDERAL:** ACE grant funding includes coordination with other grant funds in the district. The district has received **grant funds for technology**. Computers purchased through this grant will be available for selected activities in the afterschool program. The **EL-Civics grant** coordinates activities with ACE for adult services including, literacy, civics educations, and GED preparation. Adult services will be greatly expanded (**supplemented**) with the new Parent Center where new programs will be put into action. ACE students will have access to facilities, equipment, and software funded through Career and Technology Education, English Language Learners, Homeless Education, Migrant, No Child Left Behind, Parental Involvement Resources, Special Education; resources for parent, and Title I Part A. Many of the ACE teachers have been trained using these funding sources and they bring that expertise to the afterschool program, this will **avoid double training at double the costs**. ACE will ensure that no child goes hungry by taking advantage of the Afterschool Care Program that provides nutritional snacks to each child in the ACE program each day. Also the East Texas Food Bank will serve breakfast and lunches for students that attend the Boys & Girls Club of Rusk County in the summer. Breakfast will be provided through the National School Breakfast Program. NSISD participates in the Feeding America Backpack Program that helps children get nutritious and easy-to-prepare food they need to get enough to eat on the weekends.
2. **STATE:** ACE will work closely with Institutions of Higher Education (IHE) especially University of Texas At Tyler and Jacksonville College (See MOUs in Appendix II). ACE is fortunate to be working with the UT Tyler Ingenuity Center that will provide curriculum, teacher training, and technical assistance to ensure successful implementation of the STEM program, **Project Lead the Way**. ACE plans to supplement the relationship with Jacksonville College (JC) by hosting events on NSISD campus. JC currently supports the NSISD dual credit program. ACE will provide safe facilities enabling JC to offer added services on our campus. These institutions will provide college tours with access to college campuses and opportunities such as dual credit and concurrent enrollment. UT Tyler will host several STEM age appropriate activities as outlined in the MOU for all ACE students. Program coordination with State Compensatory, dyslexia, and gifted and talented funds will provide ACE teachers with understanding and insight into the needs of special students that attend the ACE programming.
3. **LOCAL:** Businesses, Faith Based Organizations (FBO), city government, PTO, Lion's Club, and service organizations will work together to provide the resources and incentives that are typically not allowed using grant funds to create a dynamic and motivational academic successful atmosphere. ACE will partner with Boys & Girls Club of Rusk County (See MOU in Appendix II) where students will participate in a wide array of summer activities. ACE will also use large number of volunteers to help organize and carry out activities, this eliminates the need to pay professional or support staff for this purpose. They provide advertisement, food, participation incentives, awards, and crowd control. Volunteers help with assembling the Feeding America Backpack program. Parent volunteers are one of the most cherished resources that support the ACE program. They come, participate, and stay until everything is clean and ready to go home.

**Supplement Existing Programs and Services:** ACE personnel will work closely with Federal, State, and Local partners to leverage funds for the most effective use of public funds. ACE will supplement the Adult Education EL-Civics grant by offering a broad array of programs in the new Parent Center for parents including childcare. ACE will supplement teacher training received through federal and state funding by including ACE instructors in STEM training. This will be a train the trainer model and thus everyone in the district will eventually be trained. ACE will supplement the local cleaning services by paying for facilities to be cleaned when each activity is finished for the day/evening. By combining funding sources, NSISD ACE will supplement and support district efforts to increase academic performance, attendance, positive behavior, and college/career readiness. ACE funds will be used to supplement and enhance, not supplant, any existing programs or activities.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	New Summerfield ISD 13307 Hwy 110 South New Summerfield, Texas 75780		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	037/908/001				
	Cost per student	\$ 983				
	"Regular" student target (to be served 45 days or more annually):	315	Parent/legal guardian target (in proportion with student target):		150	
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name	N/A				
	9-digit campus ID number					
	Estimated transportation time					
	Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
West Rusk County Consolidated ISD 10705 S. Main New London, TX 75682		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number:		201/914/104				
Cost per student		\$ 998				
"Regular" student target (to be served 45 days or more annually):		70	Parent/legal guardian target (in proportion with student target):		40	
		Feeder school #1	Feeder school #2		Feeder school #3	
Campus name		N/A				
9-digit campus ID number						
Estimated transportation time						
Center 3		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

## Schedule #17—Responses to TEA Program Requirements (cont.)

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County-district number or vendor ID: 037/908

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>		<b>\$</b>			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name:</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

New Summerfield ISD has had much success with the Cycle 8 21<sup>st</sup> CCLC program with management, center operations, and budget plans. These same processes will be carried forward to the Cycle 10. The leadership team is a well-organized, experienced team that has and will continue to handle all challenges appropriately. They will closely monitor daily operations including attendance and ensuring all activities are PBL targeting academic achievement gaps.

**Management Plan with Personnel Responsibilities:**

The full-time **Project Director (PD)** manages the day-to-day and overall operations; ensures compliance with all grant requirements; and leads the program through continuous improvement process. The PD provides hands-on, one-on-one guidance and coordination with other grant personnel for addressing problem-solving and/or operational challenges to ensure program implementation fidelity. The PD will use observational walkthroughs to monitor for consistency, assess program activities for quality, use of collaborative partner resources, and ensure community involvement. Further, the PD will monitor activity content by meeting regularly with the site coordinator, family engagement specialist, and secondary curriculum specialist to ensure activities are aligned to student gaps, academic in nature, academically enriching, accelerate learning, tutoring activities and all align with ACE objectives, regular school day program and state standards. Also, the PD will monitor and lead post-grant sustainability, ensure evaluation data is widely disseminated to the Community Task Force (CFT), make recommendations for programmatic improvements, work with vendors, communicate regularly with the business office and manage budget expenditures.

The full-time **Site Coordinators (SC)** manage the design and implementation of all center-level activities. The SC oversees student recruitment, coordinates with the family engagement specialist, collaborates with the school day staff, monitors center-level activities, trains staff, ensures compliance with federal and state regulations, and oversees the collection, coordination, and entry of data. This will be done through regular and formal observations that ensure students are engaged in activities and lessons that are aligned to program goals and objectives resulting in student success.

The full-time **Family Engagement Specialist (FES)** provides families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. The FES works closely with PD and the SC to design activities that draw families to participate in the program. The FES also engages with partners to provide services that meet the program objectives, maintains regular communication with families, conducts ongoing needs assessments, and provides outreach and service referral to address family needs. This position is credited with the success of incorporating diversity of family engagement activities and above goal numbers of participation.

The full-time **Secondary Specialist (at NSISD)** will work to coordinate after school goals, objectives, and activities to the regular school day program ensuring ACE aligns with the regular school day, thus closing identified gaps in achievement. The SS will directly support the grant program and be responsible for overseeing program development, lesson planning, materials request for activities, any necessary training, and evaluations. The SS will support secondary instructors by providing specialized secondary curriculum, activities, college and career strategies, and evaluations.

**Center Operations:**

ACE serves over 300 ACE students at NSISD and 70 students West Rusk with the Site Coordinators and Secondary Specialist managing the logistics of activities and student placement in those activities according to **student's voice/choice** selections. Activities are age appropriate and aligned to the regular day instruction. The program starts with homework assistance and tutoring one hour before and during breakfast. There are additional hours after school with nutritional snacks provided. The first hour is dedicated to academics designed to coordinate with the regular school day and eliminate gaps in achievement. The second hour is devoted to enrichment. Bus transportation is provided both ways with parent pick-up allowed and monitored for safety. Programming requirements delineating the weeks, days, and hours of operation will be followed.

**Budget Plan:**

The proposed budget addresses the need to improve student academic performance. 67% of funding will be used for salaries and benefits. Partners and contracted adjunct sites were carefully chosen for their ability to address ACE objectives through supplemental programs that are not available at the centers. 85-90% of center-level supply funds are designated for resources to be used in the community learning center.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 037/908

Amendment # (for amendments only):

**TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ACE will comply with all state and local evaluation requirements utilizing a multi-faced approach to program evaluation. Data from a variety of sources will allow the ACE leadership and Community Task Force (CTF) to assimilate a reliable and valid evaluation. Evaluation tools will focus on quality, quantity, effectiveness, academic achievement, level of participation, positive behaviors, promotion rates, parental perceptions of education, coordination between regular school day and afterschool curriculum, college readiness rates, family engagement activities, and school attendance.

ACE will use data sources for evaluation that include TAPR 2017-2018, *The Youth Program Quality Assessment (PQA)*, logic models, outside evaluator's report, program attendance sheets, lesson plans, promotion rates, parent, teacher, and student surveys, site observations, TX21st program data, final yearly report, ACE annual performance report, outside evaluator report, and expenditure reports.

Cycle 10 ACE proposes to initiate the use of *The Youth Quality Assessment (PQA)*. The Youth Program Quality Assessment (PQA) is a validated instrument designed to measure the quality of youth programs and identify staff training needs. The PQA Youth School-Age Program Quality Assessment and several extensions (STEM, Arts, Academic Climate, Health and Wellness) were designed to assess the quality of learning environments and to identify staff training needs. These are the field-leading quality assessments for out-of-school time organizations. The PQA measures a variety of skill sets: 1) **Measuring Quality**, evidence concerning the **reliability and validity of the PQAs** was produced using very specific methods and the handbook and training are endorsed by the Weikart Center as an introduction to these methods, 2) **Improving Quality**, when the PQAs are used as part of the *Youth Program Quality Intervention (YPQI)*, the quality of staff instruction is known to improve. For quality improvement applications of the PQAs, the YPQI sequence of four core practices—*quality assessment, improvement planning, performance feedback, and staff training for specific instructional skills* will be implemented. Using these aspects of PQA is a critical first step in the sequence of design, iteration and validation towards the development of effective interventions and measures for academically focused programs.

**The Youth and School-Age PQA assess:**

- Safe environment
- Supportive environment
- Interaction
- Access
- Engagement
- Youth-centered policies and practices
- High expectations for youth and staff
- Each domain contains items that focus on specific elements of best practice.

The Leadership team assures evaluation data from all sources will be used for continuous improvement in program operations and quality services. An integral part of determining whether goals and objectives are being met is through ongoing internal monitoring and review of program data. The PD and SC will evaluate data as it refers specifically to the areas of instructor effectiveness. When results may reveal a gap in instructor preparedness or skill, recommendations will be implemented for additional professional development, peer mentoring, or replacement may occur. The CFT will look at all aspects (except confidential data) of grant implementation; cost effectiveness, appropriateness of activities, safety on campus, parent engagement, academic achievement, social mindsets, and college/career readiness. This information will enable them to utilize the logic model, make recommendations, and thus improve the program.

The program will use **evaluation results to improve the program's operations and overall quality**. This will be accomplished by:

- 1) Continuing to strengthen instructors abilities to use PBL activities
- 2) Introducing new research-based programs for specific TEKS targets
- 3) Helping teachers refine academic activities to focus on weak STAAR objectives
- 4) Strengthening and improving college/career activities to prepare student for life after high school
- 5) Reassigning instructors to different grade level/content areas
- 6) Improving quality and quantity of offerings in the STEM lab
- 7) Managing budgets to ensure a cost effective program

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 037/908

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 037/908

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 037/908

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 037/908

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 037/908

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**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

**Assurances**

☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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